

DEVELOPING COMMUNITY PARTNERSHIPS

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Special Education District of Lake County

GOALS – This Concurrent Session Will Provide:

- Assistance in understanding the benefits of effective school-community collaborations
- Resources to research alternative funding
- Strategies for identifying potential partners for collaboration
- I. Overview
- II. Engaging Community Partners
- III. Grant Writing --- A Beginning
- IV. Resources
- V. Questions/Comments



LOOKING BEYOND OUR HORIZONS

- Seeking funding opportunities
- Forming community partnerships
- Working with educational agencies and businesses



PROGRAMS AND SERVICES

- Survey Needs
- Identify Successful Practices
- Determine Services
- Estimate Costs



COMMUNITY PARTNERS

Voice support for the programs by:

- Submitting letters of support
- Providing services from their organizations
- Making matching monetary donations



ORGANIZATIONAL STRATEGIES

- What makes your organization unique?
- Organizational Boilerplate / Developing your plans
- Funding Needs Surveys
- Identifying Parent Employers
- Networking with Staff Contacts
- "Next Steps" Committee
- Monthly Funding Alerts



NEXT STEPS: GETTING STARTED

- ▣ Principals/Supervisors recommended prospective members
- ▣ Invitations were sent from the Superintendent
- ▣ Gathering was held for those who responded



NEXT STEPS: GETTING STARTED

- ▣ Brainstorming occurred
- ▣ Ideas were generated and ranked
- ▣ Next steps were identified
- ▣ Future dates were developed



NEXT STEPS ACTIVITIES

- ▣ Complete own grant proposal and submit to Community Partnership Liaison for review/suggestions.
- ▣ Be added to the group list to receive grant funding opportunity websites.
- ▣ Work with an on-going team to develop project ideas / grant proposals with support from the Community Partnership Liaison.
- ▣ Meet again once or twice a year to generate additional project ideas.



NEXT STEPS ACTIVITIES

- Submit idea to Community Partnership Liaison to research and draft grant proposal.
- Meet with Community Partnership Liaison to provide inservice on:
 - ♦ Grant seeking process
 - ♦ Strategies for finding potential funding sources
 - ♦ Practical guideline/technical components for beginning grant writing
 - ♦ Online Tools



NEXT STEPS ACTIVITIES

- Meet with Community Partnership Liaison to help develop community partners.
- Opportunity to attend monthly open meeting for resource and support system as needed.
- Other support that would be beneficial.



OTHER SUPPORT

- Look Out Your Window
- Make a Community Map
- Take a Walk in Your Community
- Utilize Your Media



OTHER SUPPORT

- College Connection
- Vendors
- Legislative Support
- Community Connections
- Police Department
- Education to Careers



THE COLLEGE CONNECTION

- Facilities
- Field Experiences
- Pre-Service Teacher Projects
- Mentors
- Job Shadowing



THE COLLEGE CONNECTION

- Internships
- Tutors
- Social Worker Interns
- Mini-Classes



VENDORS

- Product Grants
- Discounts / Match for Grants
- Grant Writers
- Website Grant Sections
- Website Sample Grants
- Proposals including goals and objectives



LEGISLATIVE SUPPORT

- Invitation to Visit
- Field Trips
- Discretionary Money
- Workshop on Grant Writing
- Judges for Contests



COMMUNITY CONNECTIONS

- School / Community Advisory Board
- Substance Abuse Agencies
- County Mental Health



COMMUNITY CONNECTIONS

- ▣ Generic Clubs
- ▣ Probation
- ▣ Illinois National Guard
- ▣ Intergenerational Learning Programs
- ▣ Parent Universities
- ▣ Community Character Education



COMMUNITY CONNECTIONS

- ▣ Partnerships with Law Enforcement Agencies
- ▣ Public Library
- ▣ Mentor Programs
- ▣ Service Learning
- ▣ Fire Department



POLICE DEPARTMENT

- ▣ After School Programs
- ▣ Mentors
- ▣ Tutors
- ▣ Purple Hands Pep Rally
- ▣ Youth Court / Peer Jury
- ▣ Service Learning Website Project



POLICE DEPARTMENT

■ Areas of Interest

- Diversion Programs
- Truancy
- Substance Abuse
- Family Violence
- Social Service Programs



EDUCATION TO CAREERS

- Junior Achievement
- 4-H
- “Mall Day” – Locate a Mall Job Shadowing
- Entrepreneurships
- AAUW Reality Store



Reality StoreSM Helps Participants

- Learn skills for financial planning
 - goal setting
 - decision making
- Examine attitudes about
 - careers
 - earnings
 - quality of life
- Develop guidance relationships with community volunteers



Reality Stations

- | | |
|------------------|----------------------------|
| ☒ Taxes | ☒ Life's Little Surprises |
| ☒ Housing | ☒ Travel & Entertainment |
| ☒ Transportation | ☒ Clothing |
| ☒ Insurance | ☒ Personal Care / Hygiene |
| ☒ Utilities | ☒ Bank (college loan) |
| ☒ Child Care | ☒ Charitable Contributions |
| ☒ Groceries | ☒ Investments |

Innovative Ideas are Invited...

Proposals must be a school/
community initiative
to improve student achievement that
has resulted from a unified planning
process.

INCLUDE AS MUCH OF THE SCHOOL
COMMUNITY AS POSSIBLE IN:

Planning Implementation Evaluation



A WELL ROUNDED REPRESENTATION WILL
INCLUDE BUT IS NOT LIMITED TO:

- | | |
|-------------------------|-------------|
| • County Administration | • Students |
| • Principals/Teachers | • Community |
| • Parents | • Business |

**TEN TOP THINGS YOU DON'T
WANT TO SEE IN A COMMUNITY
PARTNERSHIP PROGRAM**

10. All members look alike.
9. Collaborate meeting are 5 hours long.
8. Media releases spell the community partner's name incorrectly.
7. Community members are asked to bring checkbooks to the first meeting.
6. Community members are told their help is no loner needed.



5. Agencies and businesses are told you're too busy to visit their sites or attend their presentations.
4. Community Partners are not notified when meetings are changed or cancelled.
3. Students are not seen or heard.
2. The public relations/media department is not contacted early enough to make sure your event/partnership has media coverage.



And the top one one is



**YOU DON'T HAVE ANY
COMMUNITY PARTNERS!**

Top 10 Grant Writing Tips...

★ 1. *Link all components to student achievement and standards. Focus on the benefit of your project to students and learning.*

GRANT WRITING ... A BEGINNING



ORGANIZATIONAL BOILERPLATE

☐ ORIGINAL

☐ REGULAR UPDATES

DEVELOPING YOUR PLANS

▣ Elements of Your Proposal

▣ Useful Information



USEFUL INFORMATION

▣ Enrollment

▣ Teacher-to-Pupil Ratio

▣ Low-income eligible students

▣ Dropout Rate



USEFUL INFORMATION

▣ Percent of students retained at same grade level (failed to pass)

▣ Percent of students failing proficiency level on state reading test.

▣ Percent of students failing proficiency on state mathematics test.



USEFUL INFORMATION

- Percent of minority students
- Number of students residing in single-parent households
- Unemployment rate

USEFUL INFORMATION

- Juvenile crime rate
- Number of parents who speak limited or no English
- Add other indicators as needed

MAKING THE CONNECTION

- Determine Your Needs / Budget (2/3 planning)
- Research available funding
- Apply on-line / mail (1/3 writing)
- Future of grant-making



Assessing Your Chances of Getting Funded

Flipping the coin . . .

"Don't write a proposal unless you know in advance that you have a fighting chance of getting it funded"

How many awards is the funding source likely to fund?

Does the funding source award grants to your geographic area?

Has the funding source awarded grants to institutions / agencies like your own?

If contemplating proposal of a specific idea, does the funding source award grants to projects similar to your idea?

Assessing Your Chances of Getting Funded

Flipping the coin . . .

"Don't write a proposal unless you know in advance that you have a fighting chance of getting it funded"

What is the average size of awards granted? Can you conduct your proposed idea in the amount of funds that can be acquired from the funding source?

What characterizes your agency / institution that might make it attractive to a funding source to consider granting you funds?

Does your institution have the capacity to implement the proposed program if you are successful?

Will Your Idea "Catch" This Group

- Unique
- Cost Efficient (# received services = \$\$)
- Capacity Building
- Continue when grant money ends (Sustainability)



Make Funding Source's Priorities Your Priority

"Your challenge is to tailor the funding source's goals and interests to your needs and purposes. Think of your proposed project idea in as many ways as possible."

- ➔ Contact with the funding agency by letter or phone to explore your idea.
- ➔ Make sure you know what the funder wants and how to get him or her to want what you want.
- ➔ Find "reasons" to contact the funder so they know you.

The Review Process

Call the Contact Person in the RFP and ask:

- ❑ Does my idea/budget fit your program priorities?
- ❑ Can you send me a copy of the score sheet?
- ❑ How will the score sheet be created?
- ❑ Who will be reviewing my application?
- ❑ How much time will they have for my application?



The Review Process

- ❑ How will the applications be ranked?
- ❑ How can I be a reviewer for your agency?
- ❑ Can I obtain copies of previously funded grants?
- ❑ If not funded, can I resubmit?



Problem Starting?

- Do budget first
- Timeline (back from due date – One person responsible) / activity
- Abstract last



Letters of Support

- Are the letters signed by someone with authority to commit an institution's resources?
- Do the letters make a specific commitment of money, facilities, personnel, equipment, materials, time, or some other resource?
- Letters of commitment are not support unless specific commitments are made.



Goals and Objectives

- Goals
 - Are large statements of what to accomplish
 - Aren't very measurable
- Objectives
 - Operational
 - Tell specific things you will be accomplishing in your project
 - Are very measurable



Writing the Grant

- 14 Write objectively (the students, the staff, etc.)
- 14 Write to the reviewer
- 14 Answer only the question
- 14 Answer the entire question
- 14 Edit the entire document
- 14 Number the pages



Writing the Grant

- 14 If more than 10 pages, do a Table of Contents
- 14 Have someone read the proposal and score it
- 14 Tell them what you want them to know
- 14 Use shorter sentences
- 14 10th grade reading level
- 14 Use the headings from the grant application



Writing the Grant

- 14 Use key words and phrases
- 14 Skip educational jargon
- 14 No jargon
- 14 Clear and concise sentences
- 14 No passive voice
- 14 Use format to enhance content (usually must be in Word)



Writing the Grant

- Spell out (e.g. SEDOL)
- Font 12 – San Serif / Times Roman, New Century Schoolbook is easiest to read.
(Or whatever they ask you to use)
- No mystery with the S
- Anticipate and solve problems



Writing the Grant

- Don't ramble on
- Use Who, What, Where, When, Why, How
- Inverted Pyramid / Newspaper Style
- Bold or underline to emphasize
- Bullets rather than long sentences



Finishing the Writing

- Run the spell check
- Run the grammar check
- Have individuals not familiar with your agency review the grant
- Call the contact person to determine number of copies to send
- Laser print all copies
- Send in to funder on time or early!
- Electronic – 24 hours in advance
- Sign in blue, unless told otherwise



Why Grants Are Not Funded

- ❑ Didn't substantiate need
- ❑ Didn't follow guidelines
- ❑ Missing pages or signatures
- ❑ Too wordy
- ❑ Unclear goals / objectives
- ❑ Budget not appropriate / cost value
- ❑ Too negative
- ❑ Poor spelling, typing, grammar, etc.
- ❑ Unprofessional appearance



Where to Find Grant Information

- ❑ Newsletters
- ❑ WWW
- ❑ Federal Register
- ❑ Sponsored Program
- ❑ "Track" the funding – funds do not "dry up" but rather move around – the money is there.



Search Engines Addresses

- ☛ Dogpile www.dogpile.com (combines)
- ☛ Google www.google.com
- ☛ Alta Vista www.altavista.com
- ☛ Ask Jeeves www.aj.com
- ☛ Excite www.excite.com
- ☛ Yahoo www.yahoo.com
- ☛ www.searchenginewatch.com



Beginning WWW sites

- ☞ Education Week www.edweek.org
- ☞ Technology www.eschoolnews.com
- ☞ PEN Blast www.publiceducation.org
- ☞ Foundation Center (N.Y.) www.fdncenter.org
- ☞ Local Center (Chicago) www.donorsforum.org
- ☞ Government www.ed.gov


